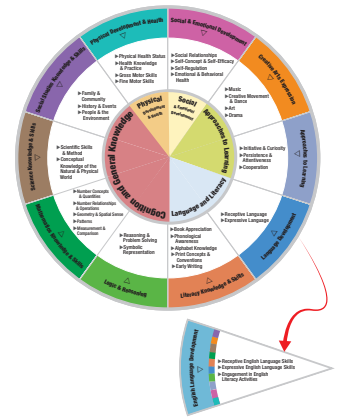


THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

SOCIAL AND EMOTIONAL DEVELOPMENT: EMOTIONAL AND BEHAVIORAL HEALTH



RESOURCES: HIGHLIGHTS FROM ECLKC

| TITLE OF RESOURCE | TYPE OF RESOURCE | DESCRIPTION |
|---|-------------------------------------|--|
| Part 3: Social and Emotional Development Webcast | Webcast | Program staff can use ideas from this webcast to assess their own cultural identities and biases to improve the ways they address the social and emotional needs of their multicultural students. |
| Promoting Social and Emotional Competence: Training Modules | Training | Teaching teams and parents can use these modules to help identify the types of content and training that would be most useful in addressing the social-emotional needs of young children. |
| Fostering Emotional Literacy in Young Children: Labeling Emotions | Article | Management and program staff can review this discussion of children's emotional literacy and practical intervention strategies for early childhood settings and home environments. Management staff may find this resource useful in meeting professional development needs. |
| Social and Emotional Development from Birth to Preschool | Tip sheet | Teaching teams and parents can use this information to promote positive social and emotional development in young children. |
| Sharing Special Topic Books with Children | Training (professional development) | Education managers and professional development providers can use this resource to support teachers in selecting and using books that help children identify, understand, and express emotions in a healthy way. |

REFERENCES FOR EVIDENCE-BASED PRACTICES

- Boyd, J., Barnett, W. S., Bodrova, E., Leong, D. J., Gomby, D., Robin, K. B., & Hustedt, J. T. (2005). *Promoting children's social and emotional development through high-quality preschool*. New Brunswick, NJ: National Institute for Early Education Research.
- Dobbs-Oates, J. (2011). Effective behavior management in preschool classrooms and children's task orientation: Enhancing emergent literacy and language development. *Early Childhood Research Quarterly, 26*(4), 420-429
- Frey, A. (2010). The social validity of program-wide positive behavior support. *Journal of Positive Behavior Interventions, 12*(4), 222-235.
- Lee, M. D., & Sarnecka, B. W. (2011). Number-knower levels in young children: Insights from Bayesian modeling. *Cognition, 120*(3), 391-402.
- Raver, C., & Knitzer, J. (2002). *Ready to enter: What research tells policymakers about strategies to promote social and emotional school readiness among three- and four-year-old children*. New York: National Center for Children and Poverty.



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